

Conceptual Design – Standards-Based Teaching and Learning						
What driver will be used as an entry point in response to the data analyzed?						
Curriculum	Data Analysis	Professional Development	Student Instructional Support	Coaching	Quality Instructional Supplements	Change in Practice
Collaborating to make adjustments to curriculum and instruction based on multiple sources of data. Analyze standards-based assessment, curriculum, and instruction in an ongoing manner to ensure effectiveness.	Instruction is refined through data analysis (trends, patterns) that impact instructional change to determine effectiveness of matching instructional design to students' needs.	The school leadership uses data dive results and standards-based planning to regularly monitor, evaluate, and provide PD to staff.	Data is routinely analyzed in order to provide feedback on the impact of standards-based instruction and supports based on academic, behavioral, and social-emotional actions to advance ALL student achievement.	Inquiry-based coaching collaboration is an embedded technique to support change in practice based upon data dive outcomes and transfer of learning to standards-based instructional planning.	Instructional supplements are routinely analyzed and adjusted based on data dive outcomes to meet the needs of the learner(s) with an establishment of standards-based instruction throughout tiers.	Based upon data dive outcomes and the unpacking template, the teacher incorporates new methods and practices into instruction that benefit all learners.
<i>Learner Discussion Points:</i>	<i>Learner Discussion Points:</i>	<i>Learner Discussion Points:</i>	<i>Learner Discussion Points:</i>	<i>Learner Discussion Points:</i>	<i>Learner Discussion Points:</i>	<i>Learner Discussion Points:</i>
<i>Data Interpreter Discussion Points:</i>	<i>Data Interpreter Discussion Points:</i>	<i>Data Interpreter Discussion Points:</i>	<i>Data Interpreter Discussion Points:</i>	<i>Data Interpreter Discussion Points:</i>	<i>Data Interpreter Discussion Points:</i>	<i>Data Interpreter Discussion Points:</i>
<i>Observer Discussion Points:</i>	<i>Observer Discussion Points:</i>	<i>Observer Discussion Points:</i>	<i>Observer Discussion Points:</i>	<i>Observer Discussion Points:</i>	<i>Observer Discussion Points:</i>	<i>Observer Discussion Points:</i>

This document was adapted from the *Colorado Department of Ed; Bambrick & Santoyo*. This conceptual design document promotes critical reflections based on the time and effort educators and leaders spend engaging in data dives and instructional design. Look at this document as an expanded menu for critically thinking about adult choices and actions. The 7 column headers are considered “drivers” which are the implementation elements to consider after the data dive for entry points of implementation, as a result of the student data collected. What lies below the “drivers” are the “definitions” which support a common language for discussion and understanding. These “definitions” assist in defining an area of focus that could be explored.